

FEEDBACK POLICY



R A Butler Academy Infant and Junior Schools

Date of policy	July 2017 Revised December 2018 Revised November 2025
Review date	November 2027
Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

Ethos behind the policy

Feedback is an important element of teaching and learning and effective feedback is essential for children to make good progress. *We have chosen to clearly focus on this document being one which evaluates "feedback" as a whole rather than "marking" in isolation. Marking is just one element of feedback and often a less effective element than immediate verbal feedback in a lesson or a same-day or next day intervention.*

*Feedback should be viewed as a two way process. Feedback can be from children or adults in school. As Hattie notes, **The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible.** (Hattie, 2012)*

There are many ways in which feedback can be used, and this document will outline the various methods we use at RAB. Feedback can occur at different times within the learning journey and be given by a range of people involved within the learning process. Varied feedback helps a child develop into a more confident, reflective and articulate learner. We also believe that teachers, as the professional who knows their class the best, should be able to decide what feedback is most appropriate in each given situation. Feedback should be seen as the vehicle that drives learning forwards rather than something that is given without a real purpose. When many learners have been successful and met their goals, the best thing for the children may be for the teacher to spend less time marking the already successful learning and focusing on preparing a highly effective lesson further on in the learning journey. Every decision that a teacher makes surrounding feedback should be based upon what will be most effective for the learning in their classroom.

It is also important for teachers to recognise that marking is a subset of feedback. Whilst all work should be acknowledged by teachers, there is no need for every piece of work to be 'deep marked' – in many cases this would be ineffective for the learners and waste valuable teacher time. **One of the key aims of this policy is for it to allow teachers to make 'smart' use of their time and have a more balanced workload.**

Assessing the impact of feedback is a key component of the monitoring cycle and senior leaders within the school will be able to make judgement on the effectiveness of feedback being provided to the children. It is the intention of this policy to allow teachers the freedom to choose what feedback they provide to their learners, but in cases where progress/feedback is not adequate, senior leaders may spend more time closely monitoring the feedback cycle within a classroom.

Key Principles of Feedback at RAB:

- the sole focus of feedback and marking should be to further children's learning.
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- written comments should only be used where they are accessible to students according to age and ability.
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments; it aids teachers' future planning to ensure good progress.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- feedback which has the child at the centre of learning helps the child learn how to be the best learner they can be.

What does effective feedback look like in the classroom?

- Dialogue – everyone talking about their learning and next steps
- Learning continually being evaluated and adapted
- Ongoing observations of children – AfL embedded into lessons
- Children clear about where they are now, where they need to get to (next steps) and most crucially, how to 'close the gap' between the two.
- Children able to articulate what they are learning
- Questioning between pupils and adults
- Regular learning conversations within lesson with individuals, groups and whole class
- Children developing an understanding of what quality learning looks like
- Ongoing modelling of and coaching in self/peer assessment.

This policy is designed to be an approach to giving feedback which we believe in at RAB. It is not designed to be a list of instructions that teachers need to follow.

When thinking about feedback we want teachers to consider these questions:

- *Can the child access the different types of feedback?*
- *What am I aiming to achieve with the feedback?*
- *How does it promote learning and progress?*
- *Is a masterclass needed?*
- *Where is the learning journey is the work?*
- *How much support did the child have?*
- *Has it been effective?*
- *Have children responded appropriately?*
- *Who is it marked for?*
- *Does feedback address basic errors?*

Once these questions have been considered, teachers have a range of feedback methods they can choose to use within their teaching and learning cycle.

Methods of Feedback:

There are three main periods within the feedback cycle:

Immediate – feedback which takes place during the lesson

Summary – feedback which takes place at the end of a lesson

Review – feedback which takes places away from the lesson

Each period will have several methods that teachers could choose from. These are outlined in the table below. Following the table will be a more detailed overview of each of these methods

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching – such as whiteboard work, questioning on carpet, walking around looking at the work they children are doing • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a TA to provide further support or challenge • May re-direct the focus of teaching or the task (mini plenaries) • May include highlighting/annotating work according to the marking codes (see appendix) 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence to be seen within books <u>with use of codes</u>. • Children’s self-assessment will reflect the immediate feedback happening in the classroom.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May involve peer or self-assessment against the success criteria • May be a reflective self-assessment based on what the learner has learnt in that session • Children’s assessment through feedback three/five • This feedback may guide a teacher’s review feedback and focus them in on an area of need. • Self-marking by children 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence of self and peer assessment • Use of masterclasses as a result of assessments • Timetabled growing green time/ pre teaching put into place as a result of assessments
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to • Provides teachers with opportunities for assessment of understanding – growing green tasks • Teachers may plan a masterclass for children who have struggled • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils’ future attention or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences/ tasks when compared to the planning • Use of annotations to indicate future groupings

Immediate Feedback

Verbal

In every lesson the most important feedback a child can receive is immediate, verbal feedback from either a peer or an adult. Encouraging children to discuss their learning and to be articulate about what they have learned and how they could improve it, should be practiced and expected from Early Years through to Year 6. Please see the table above for examples of how to use this in class.

By Key Stage 2, children will have been trained to use effective self-evaluation and comment on the 1:1 or small group support they have received. Therefore there is no need to provide evidence of this taking place. Prior to this, teachers may choose to make a written comment in books for their own assessment purposes or to record the fact that they have provided verbal feedback or worked in a supported group. This will be recorded in books by the use of **'VF'** for verbal feedback **or S 1:?? with initials** for small group work. Teachers may also use the codes TS (transcribed sentence) & CS (composed sentence) to show whether they are recording a teacher composed sentence or a self-composed sentence.

Summary Feedback

Self-Assessment

All children are encouraged to **verbally** self-assess their learning using verbal cues and sentence stems from the teacher. This form of self-assessment is appropriate for all aspects of the curriculum. Children should be encouraged to think about what they could do to improve their learning as well and identifying what they have done well. The following are specific methods that are expected to be used across the school as appropriate.

Purple Reflections

The frequency of the children's written reflections will be dependent on teacher discretion and on the nature of the teaching/learning. KS2 children will write their own reflections about their learning regularly in maths and English this may be daily but may also be at the end of a series of lessons, particularly if the lesson has been fluency focussed or practising of a known skill. KS1 children will focus on a Feedback 3 number (see below) rather than a written comment.

In Science and foundation subjects this will be less frequent and will be subject dependent. KS1 children will write reflections for these subjects too when appropriate. Each subject will be different. If the children are answering a key question as the end of a block of teaching this may be recorded in purple with **REFLECTION written at the beginning.** Teachers may choose a range of sentence openers or questions for the children to use specific to that task. It may ask the children to articulate a specific learning point from the lesson as a means of AfL or it may ask the children to focus on the development of skills that have taken place. It will provide the children a chance to articulate how successful they feel at the end of a lesson and should help a teacher decide on what is needed for them to improve – whether this be a masterclass, a growing green task or just being in the next lesson taught.

Effective self-assessment should not be a comment like, 'this was easy' or 'this was too hard'.

Some forms of self-assessment may have children recognising the success criteria in their own work and ticking these off. This will often be used in extended pieces of writing.

Feedback Five: (a self-assessment method to support future planning and next steps) At the end of a lesson, pupils will self-assess how they felt about their learning using the criteria 1-5 below. They should put this number in a box next to the learning objective and then place their work on one of five piles to show how they felt about their learning. This form of self-assessment will provide teachers with an immediate view of where their class feels they are and as such, look for children who may be needing immediate intervention (use of TA in the afternoon)/support/Masterclasses.

The feedback five systems works as:

1. I feel like I would be unable to complete this work tomorrow.
2. I feel I need more support to fully understand this work.
3. I feel like I have achieved the learning objective in this work.
4. I feel really confident in this work.
5. I feel so confident about this, I could teach it to someone else.

Children in Year 1 & 2 may use '**Feedback Three**' as a way of moving to Feedback Five. This method of self-assessment can also be adapted for Reception and Year 1 children. Within Early Years and Year 1, pupils are introduced to the concept of self-assessment. Each Year 1 class has a system which allows the children to self-assess themselves against three criteria to show how they felt about their learning in a particular session/lesson.

Learning Objective Stickers:

In EYFS, Year 1 and 2 each piece of learning has a learning objective sticker. On this sticker in EYFS and Year 1 there is a series of codes showing what the 'basic' expectation is for the particular piece of work. For example it could be the symbol for 'finger spaces', 'capital letter', 'number formation' etc. The teacher should tick these if the child has included them in their work and circle them if they have not.

Written:

Allowing pupils time to reflect upon their own learning within a lesson will help develop independent and articulate learners.

At RAB, the children evaluate against the learning objective. The quality of the feedback is crucial; using higher order questioning, modelling and exemplification should not be reserved until the completion of a piece of work. Indeed, such feedback given whilst the work is ongoing enables the child to immediately experiment with, develop and implement the new targets.

Self-Marking

Self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements during the lesson (if marking in the middle of a lesson). It also aids the children when they provide their self-assessment at the end of a lesson to comment on their accuracy and the success they have had. This is used most regularly in maths but is also used in other subjects.

Peer Feedback

Peer feedback provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the 'language of learning' required to progress in their own targets, and to see the work of others, exposing them to exemplification of higher standards of work. Feedback may be verbal (then recorded by the original writer) or written on a post-it-note by the peer giving feedback. Dialogue about learning is an important skill that we seek to develop throughout school. Peer feedback should be given against a set of success criteria or previous next steps. In order for peer feedback to be effective, it is essential that teacher's model and coach pupils in these skills.

(See Appendix C)

Review Feedback

At RAB, teachers spend time at the beginning of the year embedding the children's understanding of the annotations that will be used in review feedback.

Written Marking Notes and Annotations

Where written feedback is used, it should be recorded in a manner suited to the age and ability of the child to ensure they have full comprehension of its meaning. For this reason, methods utilised to give clear indications to children will be different in different phases across the school, whilst still maintaining a whole school consistency of the basic concepts (punctuation symbols etc). See appendix at the end of this document for specifics of symbols, codes and annotations.

Items which are highlighted are things the children have done successfully against the success criteria or their personal targets. (See appendix for examples). Elements marked in green are areas where the children should check their work and make amendments with their Purple Polishing Pens. (see below for further explanation of editing time).

EYFS and KS1 will pick up letter/number formation, finger spaces and high frequency word spelling errors in all learning and in all subjects and the children will be given time to respond to this marking at the end of a lesson or at the beginning of the next lesson.

Acknowledgement marking (flick and tick)

All English and Maths work needs to be acknowledged and as such, should be reviewed by the teacher. Where immediate and summary assessment has been effective and the child's next step is to be in the next lesson, a simple acknowledgement tick of the LO is all that is required. There is no need to write a written comment unless necessary. For foundation subject and science learning in Key Stage 2 we expect to see teacher presence at least twice per block of teaching and learning.

If a child has written a reflective comment and the teacher agrees with this, then it can simply be ticked/agreed.

Written Praise Notes

We have discussed the use of praise and ensuring we only praise when effort and children's best has truly been put in related to individual pupils. To praise a piece of learning, house points should be awarded. Infant children may also be given a sticker.

Editing Time

As appropriate, time can be given to the children at the beginning of lessons (Editing Time) to evaluate their teacher's review feedback, act on it (for example, identifying specifically the different elements in their work which the teacher has highlighted and correcting punctuation errors and to clarify anything they are unsure of) and comment on what they are going to ensure they include in their next piece of work – ie, their own 'next step'.

In editing time, children are given the structured opportunity to respond to feedback or a task given in their books or from a selection of tasks to deepen their learning (see Appendix C for examples). Depth of marking of tasks are at the discretion of individual teachers but will show visible progress.

In Upper Key Stage Two, the children evaluate against each teacher's feedback.

Masterclasses

Masterclasses are used when a child needs extra input in a smaller, focused group in order to meet the LO of the lesson. A masterclass may take place during growing green time or before the next lesson taught – the earlier this can be, the more effective it will be. A simple 'Masterclass' or 'MC' as a marking comment is all that is required. Beneath this, there should be evidence of what happened in the masterclass and at times a small reflective comment from the child.

Next Step Bookmarks

In Key Stage Two, each child has a 'writing target' bookmark. These are used to show the layered writing expectation for each year group. Teachers use these to assess the children's writing regularly, dating when the child has shown an understanding of each target. The expectation is that the target is shown three times in their work. Children may also have other individualised targets on post-it notes or stickers.

In Key Stage One, the Learning Objective stickers are used as way of showing a child's next steps in writing. These are reflected on by the teacher and the child as appropriate. Teachers will also use post-it notes for any other specific targets such as a particular spelling, finger space reminder or letter formation. The children may have book marks in their English or Maths book to support with secretarial tasks such as letter/number formation and spelling.





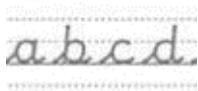


Purple Pens

'Purple Pens' are used by the children from Year 2 upwards to do any self-assessment, self-marking, or responses to feedback. Improvements made to work before feedback or marking should be completed in the normal pen/pencil.








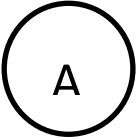
Ongoing Research:

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximise opportunities for different types of verbal feedback within each lesson and to ensure that it is factored into weekly plans as an integral and effective part of teaching and learning.

EYFS/Y1 Feedback Symbols

<u>EYFS</u>	<u>Year 1</u>
Finger space 	Finger space 
Full stop ●	Full stop ●
Phonic fingers 	Write on the line 
Capital letters <i>Aa</i>	Pre-cursive Handwriting 
	Capital Letters <i>Aa</i>
	Check your work 
	Phonic fingers 

Year 2 and KS2 Marking Symbols

Symbol	Meaning
	Tickled pink/ Perfect pink Underline (in pink) evidence of success criteria/individual targets being achieved.
	Learning Objective achieved – pink highlighter tick through LO (Learning Objective)
	Incorrect punctuation Y5/6 only
	Paragraph
	Missing punctuation/capital letter
	Child to add missing word
<u>Word Underlined</u> -----	Spelling mistake. Child to practise correct spelling at the end of the piece of writing. (only select 2/3 words, appropriate to the child) Child to put dashes under a spelling attempted but unsure of spelling
	Sentence/Word doesn't make sense. Child to have another look.
PW	Paired/partner work
S 2:1	To indicate supported work and the ratio of pupils to adult – adults to also include initials e.g. S1:3JC
	Aids used to support learning

Appendix A – KS1 stickers

Aa
L.O. To write an innovated Tinga Tale

Why rabbit has ears.

There was a time where rabbit had no ears.

Rabbit had no ears so she couldn't hear any foxes creeping up on her. Rabbit went into the forest and was looking for berries. The berries were on a very green bush. Rabbit was just about to pick the berries but there was a fox creeping up on her. But rabbit couldn't hear the fox creeping up on her. Suddenly the fox jumped and ~~grab~~ grabbed her ear. Rabbit tried pulling back but finally rabbit got fox off of her ear but now rabbit had long ears. So rabbit could hear any foxes coming. So that's how rabbit got her ears.

any

1. any

2. any

3. any

hear

1. hear

2. hear

3. hear

Appendix B – Self-assessment with acknowledgement review marking

L.O: To use our and are correctly.

1. We have to clean our rooms this afternoon. ✓
2. The birds are blue. ✓
3. We are late for school. ✓
4. Our teacher read a story to us. ✓
5. Her friends are playing in the park. ✓
6. It's our turn to play on the swings. ✓
7. Where are you? ✓
8. Our bus stops by the library. ✓
9. May we open our presents? ✓
10. They are eating their lunch with us. ✓

I have put the correct our/are in a sentence.

I learnt that in front of a noun is the determiner which is our and the other are is a verb.



Appendix C – Growing green in English

Arita

Arita's eyes are pearly blue, and as wide as speckles.
Her cheeks are rosy red like a sun set. As she walked down
the street her hair bounced up and down and her cherry
red lips pursed.

Max

Max's jet black, bushy ^{mustache} ~~mustache~~ sat on his smiling lips.

Maria

I have done well with my description and
found it easier putting the character in a setting.

Well done. Now write a sentence that opens
with a simile.

Like a squirrel's ^{bushy} tail, Max's mustache sat on
his smiling lips.

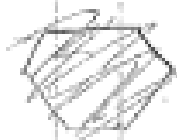
Like a hamster's ^{chubby} ~~chubby~~ cheeks, his hair
was the colour of cinnamon and his beard was soft and

~~fluffy~~
~~fluffy~~

Appendix D – Maths growing green (children write question out)

Try q3

Mr. Leeman has a regular pentagon field. The perimeter of the shape is somehow long is each edge of the field



The distance of each edge of the field is six because a regular pentagon has five sides and $5 \times 6 = 30$ so that is the answer

LO: To convert measures of length

Flamingo hot

Warm up
1.

H T U $\cdot \frac{1}{10} \frac{1}{100}$ $18 \times 10 = 180$

2. $540 \div 10 = 54$ ✓

H T U $\cdot \frac{1}{10} \frac{1}{100}$

H T U $\cdot \frac{1}{10} \frac{1}{100}$

3. $38 \times 100 = 3800$ ✓

H T U $\cdot \frac{1}{10} \frac{1}{100}$

Appendix E- Big Write example – success criteria for self-assessment, www and ebi, growing green task for children to do

to to independently write an explanation text

Explanation Toolkit

Question title to capture the readers interest	✓
General statement introduction to introduce the topic, possibly including a rhetorical question to hook the reader	✓
Steps in chronological order to help make it easy to follow	✓
Time connectives to make the process clear	✓
Interesting verbs and adverbs to clearly explain clearly what is being done.	✓
A range of connectives and generalisers to link sentences and add interest	
Present tense and 3 rd person in a formal style for an unknown audience	✓

do how label type

How a Frog's life cycle works?

How you ever been intrigued in how frogs live its wonderful fascinating life? Or ^{intrigued} instead on and your question will be answered.

First ^{and} a frog ^{is} before they are called frogspawn. Frogspawn looks like a big bubble with a speck of black in the middle. ^{typical} the bubble is so soft its easy for a bird to ^{eat} it. The mother has to look after the eggs until all are laid and the black spots get too big ^{to} leave eggs and they hatch out.

Then they start out they become tadpoles. Tadpoles look like a frog with big eyes and legs that look like ^{the} tadpoles and they get to be very fat because tadpoles ^{eat} a lot of food. Tadpoles

swim ^{more} more elegantly through the water. ^{the} tadpoles have four legs and you can see their ^{tail} ~~tail~~ ^{tail}

job a lot it looks like a sort of lizard ^{becomes} ~~greenish~~ ^{greenish} ~~green~~ ^{green}
with yellow skinned one. Their legs look like small sticky lizard legs.

Eventually, they get even bigger they grow into Geop
One said I was afraid because they're geop geop
they look like insects with no tail. Their body has got bigger
and they can see it all out of water, they also have
one behind the their eye and they stick out through their skin as
they are amphibians.

Wanna describe what the animals look like and doing
part handwriting - I agree. Super structure.

Oh I could use more adverbs

Let's practise using commas for subordinate clauses

Subordinate clauses

A subordinate clause does not make sense on its own e.g.

- Later one morning,
- While Sarah was sleeping,
- Once the boy got the ball in the net,

Write these in your book. Put the comma in the correct place after the subordinate clause.

1. Later that day Timothy went to the shop.
2. Once she got out of bed she had breakfast.
3. Eventually it was time to go home.
4. After the crowd had finished cheering the singer left the stage.

1. Later that day, Timothy went to the shop.

2. Once she got out of bed, she had breakfast.

3. Eventually, it was time to go home.

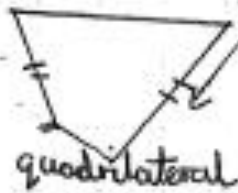
4. After the crowd had finished cheering, the singer left the stage.

Appendix F – Masterclass

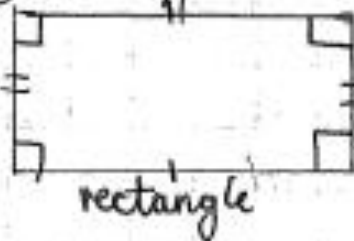
L.O: To compare and classify quadrilaterals

8

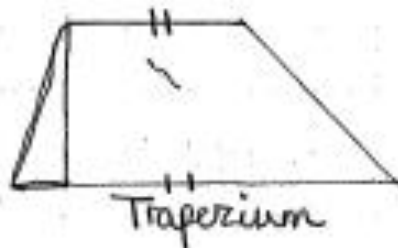
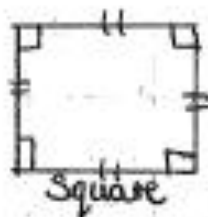
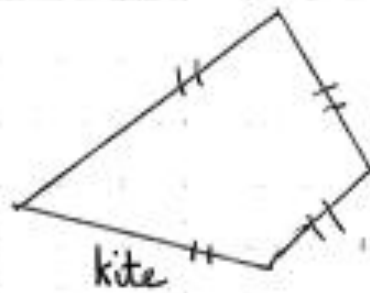
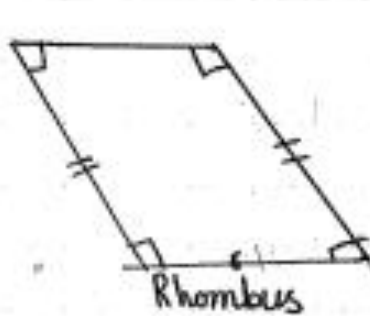
1.



Two lines that will never meet



→ equal sides



2. a square, a rhombus, a trapezium

I found this hard. I didn't understand at all.

Masterclass - naming shapes

I learnt about the different quadrilaterals. This helped me and I feel more confident

Appendix G – Peer Evaluation

LO To write descriptively using precise language.

Trotting towards them, was a huge male buck. While Hord was staring at it, Torak struggled to untie himself, until he ^{was} finally ~~set~~ ^{by} a friend ^{to} free himself. As fast as he could, he sprinted away into the lush, dark forest. Hord intuited & charged toward him. ~~Surprised~~ Surprised ~~he~~ took a sudden stop. Before him was a massive camp. Hord caught up. massive

* Torak

PE
by

WUM: Correct use of punctuation (commas) and a range of operators, short sentences.

EPI: Use a prepositional & operators or to precise language.

massive
massive
massive

~~surprised~~
surprised
~~surprised~~ surprised
~~surprised~~
Surprised
Surprised

HP

Check through all of my spelling and ~~and~~ make sure it makes sense